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REPORT AND RECOMMENDATIONS OF THE CONSULTATION ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM, (LAKE BYRD CONFERENCE CENTER, AVON PARK, FLORIDA, FEBRUARY 1-3, 1965).

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NATIONAL COMMITTEE ON THE EDUC. OF MIGRANT CHILD.

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ONE HUNDRED PARTICIPANTS REPRESENTING FOURTEEN EAST COAST STATES WERE INVITED TO A CONFERENCE ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM. THE KEYNOTE SPEAKER EXPRESSED CONCERN FOR THE SOUTHERN WORKERS WHO MIGRATE TO THE EASTERN SEABOARD, AND SUGGESTED A COORDINATION OF SERVICES TO PROVIDE EDUCATION, HEALTH, SECURITY, JOBS, SOCIAL STATUS, AND PERSONAL CREATIVE DEVELOPMENT FOR THESE PEOPLE. A PANEL OF MIGRANT WORKERS STATED THAT SPECIFIC IMPROVEMENTS WERE NEEDED IN HOUSING, SALARIES, RECREATIONAL FACILITIES, DAY CARE SERVICES, EDUCATIONAL FACILITIES, AND THE NUMBER OF TEACHERS AND SCHOLARSHIPS AVAILABLE. ANOTHER PANEL, REPRESENTING A CROSS SECTION OF COMMUNITY AND PRIVATE AGENCIES, INDICATED THAT A LACK OF COMMUNICATION AND COMMUNITY SUPPORT IN PROVIDING SERVICES WERE THE MAJOR PROBLEMS ENCOUNTERED BY THESE AGENCIES. A THIRD PANEL, REACTING TO THE TWO PREVIOUS PANELS, CONCLUDED THAT BETTER PLANNING OF SERVICES WAS NEEDED. REPORTS AND RECOMMENDATIONS WERE PRESENTED FROM INTEREST AND WORK GROUPS AND THE CONFERENCE CONCLUDED WITH A RECOMMENDATION THAT SEVERAL PROGRAM GUIDES BE SUBMITTED TO THE OEO. (JS)

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REPORT *and* RECOMMENDATIONS

of the

Consultation on Services to Children in the East Coast Migrant Stream

CASSANDRA STOCKBURGER
EDITOR

FEBRUARY 1-3, 1965
LAKE BYRD CONFERENCE CENTER
AVON PARK, FLORIDA

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FEBRUARY 1-3, 1965

LAKE BYRD CONFERENCE CENTER
AVON PARK, FLORIDA

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FOREWORD

The interstate movement of migrants has made it difficult to plan for services to migrant children. The need for cooperative planning is becoming even more evident as new programs are developed by state and community groups with funds now available under the Migrant Health Act and the Economic Opportunity Act. The National Committee on the Education of Migrant Children has been concerned that steps be taken to develop techniques for interstate and interagency planning which will assure effective use of available funds and make provision for continuity in services from state to state. In light of this concern, the National Committee applied to Office of Economic Opportunity for assistance to explore ways of developing such needed techniques.

The Consultation on Services to Children in the East Coast Migrant Stream was called as a first step in this exploration. The Consultation was held February 1-3 at the Lake Byrd Conference Center near Avon Park, Florida. The purpose was twofold: to develop channels for communication, cooperation, and coordination of planning and programming for migrants on an interstate and an interarea basis; and to establish guidelines for the maximum use and continuity of existing services and those to be developed under the EOA and similar anti-poverty efforts.

Persons from the East Coast states who have responsibility for the administration and supervision of programs in education, day care, or health for migrant children were invited to participate. Migrants, farmers, representatives of state Offices of Economic Opportunity, and national and field staff of agencies working with migrants were also invited.

The one hundred participants represented approximately fourteen states. A representative cross section of national, regional, state, and local private and public agencies were in attendance.

Characterized by a new optimism made possible by the first real opportunity to provide needed services to migrants, the Consultation worked diligently to appraise realistically their present efforts and to conceive new directions and techniques for programming.

The Consultation proved to be an important initial step. With implementation of the recommendations by the National Committee on the Education of Migrant Children and others, migrant services will, we are confident, become increasingly effective.

The National Committee on the Education of Migrant Children wishes to express its appreciation to the cooperating agencies and the individuals who participated in the Consultation and who contributed to the development of the material contained in this report.

Cassandra Stockburger
Director
NCEMC

PROGRAM

Monday, February 1

11:00 A.M. Registration

12:00 Noon Lunch

12:45 P.M. Briefing for Panel Moderators and Participants

1:30 P.M. Opening General Session
Chairman — Eli E. Cohen

Greetings - State of Florida
Harry A. Green

Keynote Address: "Perspectives - Migrants and Poverty"
Elizabeth B. Herring

Panel: "The Migrant Worker Looks at Services"
Rowland Watts, Moderator; Millage Benjamin,
Myrtle Walker, Shirley Mae Walker

Panel: "The Agencies Look at Needs"
Eli E. Cohen, Moderator; Tom Bogia, George E. Haney, Gertrude Hoffman,
Dorothy C. Hudson, Michael F. Marcinkowski, Monica B. Owen

6:00 P.M. Dinner

7:30 P.M. General Session
Chairman — James White

"Migrants and the Economic Opportunity Act"
Velma Linford, Ron Petrie

9:15 P.M. Briefing for Workgroup Leaders

Tuesday, February 2

7:45 A.M.	Breakfast	
8:30 A.M.	General Session	
	Panel Discussion: "Reactions to Services and Needs" Eli E. Cohen, Moderator; Elizabeth B. Herring, Simon Marcson, Cassandra Stockburger, Margaret Taylor, Rowland Watts	
10:15 A.M.	Coffee Break	
10:30 A.M.	Professional Interest Groups	
	1. Education 2. Health 3. Day Care	
12:30 P.M.	Lunch	
2:00 P.M.	General Session Chairman	Fay Bennett
	Reports from Interest Groups	
2:30 P.M.	Work Groups - First Session	
6:00 P.M.	Dinner	
7:30 P.M.	Work Groups - Second Session	

Wednesday, February 3

7:45 A.M.	Breakfast	
9:00 A.M.	General Session Chairman	Eli E. Cohen
	Workgroup Reports and Discussion	
	Summary and Evaluation	Cassandra Stockburger
11:30 A.M.	Adjournment	
12:00 Noon	Lunch	

KEYNOTE ADDRESS: PERSPECTIVES - MIGRANTS AND POVERTY

Elizabeth B. Herring

This may be a wonderful moment in history for the people who have worked for many years to change conditions that bring about rural poverty. Certainly you in this room were waging a "war on poverty" long before the phrase came into general use. Now new opportunities are opening. The problem is whether enough people will have enough inventiveness and stamina to make good use of these opportunities.

We are here today for a special purpose - to consider how to make education, health, and day care services available to the children of seasonal farm workers who follow the harvest along the Eastern Seaboard. We will not forget, however, that the problems of the children of seasonal farm workers must be considered in relation to the problems of their parents.

The Poverty Story in the Rural South

Since President Johnson announced a war on poverty, an annual income of $3,000 has been adopted as the dividing line between the families that are considered poor and those that are not. This amount is arbitrary but it gives the statisticians a figure to work with. As a result of their research we have learned that, although rural America includes only one-third of our national population, it includes almost one-half of the families with incomes below $3,000.

Our concern today is with seasonal farm workers on the Eastern Seaboard. The lowest rural incomes are heavily concentrated in the Southern states. These low income areas are the main points of origin of the families now engaged in migratory seasonal farm work. With few exceptions, low income rather than choice has been the reason for migration. At the risk of repeating a thrice-told tale, I will give a quick run-down of the history of conditions which have made life a struggle for seasonal farm workers.

Some of the very low income areas are in the Appalachian country where farming is difficult; however, much of the most severe poverty is in the good land areas which have been cultivated under the plantation system, past and present. After emancipation, one hundred years ago, the sharecropper system came into being on cotton plantations. There were variations of this type of tenancy, but the most common type was the arrangement by which a farm worker was given a cabin or shack and a few acres to cultivate. The landlord supplied tools, seed, and credit at the plantation store. After the cotton was picked, the landlord received half the crop plus repayment of the credit advanced during the year. The sharecropper was lucky if he came out even at the end of the crop year.

While the sharecropper system originated in the plantation areas where Negro workers were in the majority, it was not long before many whites, and in some cases more whites than Negroes, were living in sharecropper cabins. The planter class, a small minority, controlled the good land, and the South was filled with low-income white people who could find no good way to earn a living. After emancipation, the white and Negro farm workers of the

South found themselves "in the same boat," working as sharecroppers or share tenants, or getting hold of a piece of second-best land and eking out an existence as a subsistence farmer. The sight of money was a rare experience.

During the last fifty years, even the dubious security of the sharecropper system has been disappearing. Mechanization, abandonment of cotton culture in the Southeast, and Federal programs which limit production have contributed to this. Consider, too, that sharecroppers were underemployed almost half the year. In many cases the sharecropper system has been abandoned altogether. As a result of these trends, many farmers have moved to towns and cities, or have become a part of the migratory, seasonal farm labor force. Many of these landless people are living in rural slums.

In considering the problems of the seasonal farm worker of today, we must take account not only of what has happened to his work but of what has happened to him as a person. Because of the low tax base and because of the discriminatory policy in health, education and welfare services, farm workers have been denied many of the rights due them as American citizens.

Are We Entering a New Era in the Rural South?

We are now at a turning point in history. Recent sessions of Congress have given America new tools for changing age-old poverty conditions.

The first and foremost tool is the Civil Rights Act. Recently, I attended a meeting in Washington called by the Civil Rights Commission. The purpose of the meeting was to interpret the rights guaranteed by Title VI of the Act. This title begins as follows:

> Sec. 601 No person in the United States shall on ground of race, color or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance.

The law provides that every Federal agency which gives financial assistance must issue rules and regulations to insure compliance with Sec. 601.

The regulations issued recently by the U. S. Department of Agriculture may be of great importance to seasonal farm workers. If in past decades all agricultural programs had been administered without discrimination, many Negro migratory farm workers would have been able to stay at home on their own land. A key difficulty has been the local control of some agricultural programs. Though partially financed by the Federal government, the administration of such programs as the Agricultural Extension Service was often affected by local patterns of discrimination. The Civil Rights Act has put an end to use of Federal money for programs which practice discrimination.

Throughout its thirty years of history, the Farmers' Home Administration, another agency of the Department of Agriculture, has been assigned the task of assisting the less advantaged people in agriculture. Recently, its program has been expanded, and the agency is in a better position to help farm workers become established in farming or in a non-farm rural enterprise. The Farmers' Home Administration not only offers various credit programs but provides management assistance. The agency is now authorized to assist both farmers and non-farmers in rural areas, provided the persons concerned are unable to get conventional credit. State health, education and welfare agencies will find agricultural agencies increasingly helpful allies in providing assistance to farm and non-farm low-income rural people. There is a Farmers' Home Administration agent in every state and in most counties. He will welcome offers of help from other state agencies and can provide information about Farmers' Home Administration programs.

Under Secretary Freeman's administration, the Rural Areas Development Program has been a major factor in Department policy. The RAD focuses on improvement of the economic and human situation in rural areas. Citizen committees are organized and advisory assistance is given by a panel representing the various Federal farm agencies most concerned. In each state the Farmers' Home Administration agent is the chairman of the panel.

The harshness of the impact of machines upon the employment of agricultural workers was, in part, the result of their lack of training for anything but farm work. I object when people say that farm labor is by definition "unskilled." There are, however, too many people in the United States who have farm skills only. Also some large-scale farm employers have flooded the farm labor market by bringing in workers from the Caribbean and Mexico. Although such unfair competition is being checked, it is still true that there are too many farm workers who have no choice as to jobs and must accept low wages, irregular employment, and poor living conditions.

Whatever plans we work out in this Consultation for the education of migrant children I am sure that we will also think about how new vocational and literacy programs can benefit their parents. Some seasonal workers will wish to stay in agriculture and will need additional training to keep up with technology in farming. Many others should receive training for non-farm occupations.

The Manpower and Vocational Training legislation is now several years old. Progress in use of these programs has been more rapid in cities than in rural areas. This is easy to explain: cities have more facilities and professional personnel; however, this imbalance should be corrected as soon as possible.

At the close of the President's State of the Union Address, CBS presented a report on poverty; a good deal of the story was about Chicago. A frequently repeated theme was: "The poor in Chicago came from somewhere else" - Appalachia, Mississippi, et cetera.

The people who go to the city take with them little but their hopes to cope with the new conditions. With scanty education and only farm skills, they find themselves at another dead end. The challenge is therefore to use our new programs of education and job training not only in the cities after workers have migrated but back home where the migration began.

The question must be asked, "If farm workers are trained for new jobs, where will they find the jobs?" That is the universal question, urban and rural. Some bold and original national planning is needed. In the meantime, however, some steps are being taken.

The Rural Areas Development Program which has already been mentioned has responsibility, in cooperation with the Area Redevelopment Administration, for distressed rural areas. The Congress has before it a bill for Appalachia. Bills for other area and regional projects are being dropped into the Congressional hopper. This promising area and regional approach should result in the growth of industrial, business, recreational, conservation, and service enterprises which will open new job opportunities at home for rural people.

The too-easy assumption that, if things go wrong in the country, people should go to the city is now changing. City officials, amazed at their relief rolls and at the number of people untrained for urban life and suffering the disasters which go with lack of education and lack of jobs, are having some second thoughts.

In the decades ahead the emphasis may be on healthy area and regional development of physical and human resources. With balanced rural-urban development, cities will cease to be refugee camps for displaced rural people and will take their rightful place as marketing, finance, and cultural centers for the region to which the city owes its being and which it serves. Small places will develop diversified economies and adequate social institutions.

These are some of the new programs and approaches which are open to America at this time. There are so many new possibilities that confusion could result; however, a new perspective on united effort is emerging.

It is good news that President Johnson has asked Vice-President Humphrey to coordinate the activities of the government with respect to civil rights and the war on poverty. When talked about in general terms, coordination is an abstract thing. It becomes flesh and blood when we think in terms of people and how they can be served.

In this meeting we will be thinking about real children, their families, and the range of their needs: education, health, security, jobs, a respected place in society, personal creative development. That, I suppose, is what "coordination of services" is supposed to achieve. As we think about migrant children, to the extent that we actually see them in their setting, will we know how to coordinate our services?

PANEL DISCUSSION: THE MIGRANTS LOOK AT SERVICES

Rowland Watts, Moderator; Millage Benjamin, Myrtle Walker, Shirley Mae Walker

In an effort to obtain first-hand information from persons who move out of Florida each year and up the Eastern Seaboard to work in harvest jobs, three persons from Belle Glade, Florida were asked to discuss their experiences as migrant farm workers. Shirley Mae Walker and Millage Benjamin are students at Lake Shore High School in Belle Glade. Mrs. Myrtle Walker, mother of five, is president of Belle Glade's Ochechobee School PTA. Another worker and two labor contractors scheduled to participate in the discussion were unable to attend the Consultation.

Myrtle Walker told the Consultation that she began "going North on the season" in 1943. She indicated that few changes have taken place in working and living conditions in the past twenty-two years. Housing is no better now except that gas stoves instead of kerosene stoves are used. A few more child care centers are available. However, the price paid for picking beans is what it was thirteen years ago.

Millage Benjamin is nineteen years old and is a junior in high school. His family of twelve members has been migrants since he was eight or nine years old. He went to work in the fields when he was ten or eleven. His earnings were spent for school clothes and for family needs. The Benjamin family usually migrates to New York, with a stopover in Virginia. They have their own transportation.

Shirley Mae Walker, daughter of Mrs. Walker, is fifteen years old and is also a junior in high school. Shirley Mae has worked for the past three summers, traveling with her mother and four other children to Maryland and New York as members of a crew.

In addition to the problem of uncertain income, there is always the problem of housing. These migrant workers expressed the belief that much migrant illness comes from crowded and unsanitary housing, from unclean beds in particular. Frequently, it is necessary to patch holes in the walls and ceilings to keep out the rain and wind. Shirley Mae seemed to mind most of all the lack of privacy in the crowded housing of the labor camps.

All three indicated some knowledge of health services for migrants, but these were described as inadequate. Millage was ill one year. The nurse came on Monday but clinic day wasn't until Wednesday so he had to wait. If clinics are not available, migrants have to secure a private doctor.

All three favor day care centers. Usually, however, these are not large enough to take care of all the children and are not accessible to many camps. Thus mothers must often make their own arrangements. It was reported that, in one case, a mother had to pay $1.00 a day to assure care for her child.

Mrs. Walker and the two students are interested in education. The Walkers remain in Florida until June to allow the children to finish the school year. However, both the Walker and the Benjamin children have enrolled in schools in states outside of Florida. One of the

major problems they have encountered is a great difference in the subjects offered in the various school systems. Millage, for example, was enrolled in French last fall in Virginia. A few weeks later he returned to Belle Glade and had to substitute chemistry for French.

Mrs. Walker admitted that her children were a little behind in school and that problems resulted from this. She described conditions as crowded in the Ochechobee school. In order to accommodate the large number of children, only half-day sessions are available for the first five grades. Only fifty preschool children can be cared for in the nearby day care center.

Why did these persons become migrants? Mrs. Walker returned to the migrant stream three years ago with the hope of saving money to buy a house. So far she has saved nothing. She is working now to enable her children to get enough education so they can take care of her when she is no longer able to work.

What of the future? Mrs. Walker is pessimistic. At a time when good jobs demand more and more education, migrant wages remain so low that it is becoming more and more difficult for migrant parents to provide education for their children. Without a good education the children will have no choice but to work in the fields like their parents. When asked about higher education for her children, she replied, "I see no way. Some go but I don't know of any whose family has paid for it."

Both students, when asked about their own futures, said they hoped to go to college. Shirley Mae had wanted to be a science teacher until she began chemistry. Now, she isn't sure. Millage, at age nineteen, still clings to the hope that college will be possible but doesn't see his way clearly "the way things are now."

Panel members were asked what changes they would like to see brought about. Among their answers were these: better housing; better wages; better recreation facilities; more day care centers to relieve older children of baby sitting; more school space, teachers and scholarships.

Oris Walker, assistant principal of Lake Shore High School in Belle Glade, was asked to comment on the educational problems of migrant children. Migrants make up 40 per cent of the total enrollment of his school. Mr. Walker pointed out that most migrant children cannot go to college because their parents do not have the funds. Lake Shore High School provides a few junior college scholarships.

An effort is made at Lake Shore to fit a student's courses to those he has begun in other states, but the school does not have enough counselors to do an adequate job in this area.

PANEL DISCUSSION: THE AGENCIES LOOK AT NEEDS

Eli E. Cohen, Moderator; Thomas H. Bogia, George E. Haney, Gertrude Hoffman, Dorothy C. Hudson, Michael F. Marcinkowski, Monica B. Owen

The panelists represented a cross section of public and private agencies that provide services to migrant children at the federal, state, and local levels in both home base and receiving areas. The panel was asked to consider the needs of migrant children and evaluate their services in view of these needs.

Day Care Services

The Children's Bureau of the U. S. Department of Health, Education and Welfare has had an historical interest in the welfare of migrant children. However, the first real breakthrough for providing day care for migrant children did not come until the amendments of 1962 which provided funds for development of day care services for children of working mothers.

In 1965 only twelve states are using Children's Bureau funds to provide for migrant day care. These funds must go to the state departments of welfare; they cannot be given to private groups. The state welfare department, however, may purchase services from private groups or may work cooperatively with them. One problem is to get states to use the funds allocated to them for day care services instead of returning the funds to the Children's Bureau.

Not only are limited day care services available to migrant children, but the lack of continuity in the kind of services creates serious problems. At the present, as the migrant child moves from place to place, he encounters a day care center here, none at the next place, and a change of program or a change of focus at the next. This results in confusion and conflict for the migrant child who especially needs stability, continuity of adult care, and a sense of belonging.

A particularly controversial area is group care for infants. Although children under three are not able to spend long periods of time with a group, when the mothers work provision must be made for their care. Day care leaders need to become more creative in this area. A possible solution would be the training and placement of mothers to care for two or three infants. This would be an expensive solution but a good one.

The most desirable solution would be adequate wages so that the mothers could stay home and care for their own children.

Day care when properly conceived does not conflict with education. Day care is needed from birth to adolescence when parents are not at home. It differs from preschool and kindergarten in that these are for children of ages 3-5, for three to five hours a day. They provide only a certain type of program. Day care encompasses preschool and kindergarten, and, in addition, provides care for the child as long as parents are away. Good day care focuses on the care and protection of children. It provides health, education, and social services as well as mothering.

Health Services

Public Law 87-692 is the Migrant Health Act which has aided a variety of health programs for migrants in twenty-seven states. The programs are carried out on the basis of grants to non-profit, private groups or to state or local public health agencies.

Migrants have many health needs. Poor sanitation, crowded housing, and inadequate food and clothing contribute to health problems. Low income has made any but emergency dental and medical care unobtainable. Even where health services are now available problems

of adequate care still exist. Taboos and certain customs related to ethnic or cultural background demand special understanding. Parent education is essential. Without the understanding and cooperation of the parent, immunizations or treatments often cannot be completed.

Frequently, because little attention is paid to health records either by the patient or the staff, services are repeated or continuation of appropriate treatment is discontinued as the migrant moves from place to place.

An Index of Health Services has been started by Florida in cooperation with four East Coast states. When fully developed, this index should aid in providing continuity of services and enable the migrant to know where services are available.

Education Services

Until recently most legislation providing aid in education was geared to the talented and college-bound student. New and pending legislation, however, provides for part-time student work, loans to needy students, training programs for teachers and counselors of the disadvantaged, and funds for libraries. The new education bill will provide free kindergarten, summer school programs, Saturday opportunity classes, etc.

A recent step taken by the Office of Education was a conference attended by representatives of eight East Coast states to plan new school records and a system for the transfer of these records from state to state. A report of the conference will be published.

From the point of view of the states receiving migrants, the greatest problem seems to be lack of communication between states. It is presently impossible to keep track of school records. Because of such lack of communication, the effectiveness of counselors and teachers is limited.

There was no consensus on the question of curriculum. Opinions ranged from the need for standardized programs or uniform texts on an interstate basis to the opposite view that textbooks should be forgotten and emphasis placed on securing teachers who are trained to evaluate children quickly and to plan individualized programs.

The panelists felt that it is of utmost importance to get the child in school the first day it is available and to see that he stays in school. Summer school, for the receiving state, is an effective means of providing supplemental education.

Summary

The discussion pointed up that the agencies providing services to migrants have many of the same problems. Most of the problems center around lack of adequate means for communication either between agencies, between states, between agency and migrant, or between agency and community.

This lack of communication has resulted in duplication of services in some areas and in gaps in others. One state made a plea for protection of the migrant child from too many services. Another state reported tens of thousands of migrants without most services.

The need to communicate with the migrant, to understand his culture and his values was emphasized, thus pointing up the necessity of including migrants in any planning of services.

Community resistance in providing services is frequently encountered. It can be broken down only by involvement. An added problem in providing services at the community level is that the areas to which migrants come and go are rural areas where services and leadership are limited. Use of the total community action approach in planning will pull all of the services together in a coordinated program. This will provide for more effective planning at the community level.

A final plea was that, whatever plans are made, we remember we are dealing with individuals. Whoever the migrant child is, whatever his values, he is an individual and is not to be put in a mold. He has been in a mold too long.

PANEL DISCUSSION: REACTIONS TO SERVICES AND NEEDS

Eli E. Cohen, Moderator; Elizabeth B. Herring, Simon Marcson, Margaret Taylor, Cassandra Stockburger, Rowland Watts

Panelists were asked to react to the material presented by the migrant worker and the agency panels as well as to the discussion of opportunities for providing migrant services under the EOA. They were asked to evaluate the effectiveness of existing services in meeting the realistic needs of migrants, to suggest possible solutions to unmet needs, and to lay out for the discussion groups which were to follow an integrated and systematic platform for adequate services to meet existing need.

Present Services Inadequate

The candid reactions of the panelists to services presently available were that existing services are too few, too unrealistic, and too unrelated to need. Many persons who plan and carry out programs know little or nothing about the life of the migrant. They understand little about the techniques used by the migrant for survival in a negative environment. The average classroom offers to the older migrant child - who is retarded age/grade wise - materials of interest only to very young children when, in reality, the older child has already assumed an adult role in his work and social relations.

Inflexibility in agency planning is one barrier to meeting actual need. Protective attitudes toward maintaining existing programs and standards frequently create barriers to the development of services on a realistic and practical basis. This gives rise to the criticism that, for some agencies, preserving the rules, regulations, and highest standards is more important than realistically meeting a child's need.

Isolation a Major Problem

Those who plan for services must keep in mind that migrants are not simply segregated; they are isolated. They are isolated from community services. They do not know how to ask for services. The agencies do not understand migrants' needs. Agencies plan services with-

out consulting the persons to be served, expecting them to fit into the usual organizational structure, schedule, and time patterns.

The isolation of the migrant allows little opportunity for development of a concept of life outside the migrant stream. His attitude toward his own potential is restricted to the limited world he knows. His behavior is restricted to the patterns of his own isolated group. If progress is to be made, the aim of services must be to break this cycle. The isolation barriers must be broken through. The stream must be opened up and the people let out to participate in the life of the community. The migrant must be aided to develop a self-image, to help himself, to relate to the community, to use available services, and to change his way of living.

Suggested Solutions

Effective means of breaking the isolation barriers will involve changes in existing organizational structures, programs, residence laws, wages, and other living conditions. Under present circumstances migrants may be unable to participate in services. For example, an available school is of little value if children are hungry and have no clothing.

The fear was expressed that the provisions of the Economic Opportunity Act will have little meaning to migrants. Communities will pass over this group of the poor in their planning. Because of their isolation, migrants will never hear of the EOA and will not be able to ask help for themselves. Therefore, we must develop sufficient mobile staff who can go to the migrant, move with the stream, and assist him in learning how to secure services.

Special programs designed to meet specific needs must be developed for some groups. However, care must be taken not to develop a program which will perpetuate the migrant's isolation. These programs were suggested for consideration:

I. In Education

A. More reading materials for the home.
B. Involvement of parents in the school.
C. Work-school programs for older children.
D. A family subsidy or scholarship for children in school to prevent economic hardship.

II. In Day Care

A. Programs to establish different behavior patterns.
B. Programs to reach into the home and involve the family.
C. Network of day care services to move with the stream, which will provide a consistent type of service.

III. In Health

A. Mobile health clinics, including equipment and staff, to go to farms and be available on a schedule geared to the non-working hours of clients.

IV. In Rural Areas

A. Ways to provide confident leadership to carry out the needed programs.
B. Guidance programs.
C. Job training.
D. A new concept in job placement without regard to race.

Responsibility for Services

The question of responsibility for services is not easily resolved. The interstate movement of migrants makes migrancy a national concern. One approach suggested as a possible solution was a Federal Bureau of Migrant Affairs, comparable to the Bureau of Indian Affairs, with funds and staff to provide services. Other opinions indicated that the farming industry, the community, and the state benefit from the labor of migrant workers and should share responsibility for providing services.

The question of degree of responsibility was raised. Florida as a home base area must provide schools, health services and other services for most East Coast stream migrants for a major portion of the year, in order to sustain intact a labor force which will be available to up-stream states as needed in the summer months. It was suggested that, because of this larger responsibility, the EOA should consider providing funding to Florida services of up to 100 per cent.

Summary

The reactions of the panel pointed emphatically to the need for better planning of services. The needs of those to be served should be the primary consideration. Services must have as their goal the breaking of the barriers which isolate migrants from the community and perpetuate the cycle of migrancy from generation to generation.

The clue to effective services is adequate staff to go to the migrant and aid him in helping himself to utilize services. If effective use of services is to be achieved, changes will be necessary in organizational structure, programs, and the living conditions of migrants. Indeed, migrants relieved of their isolation and allowed to become a part of the community could benefit from their travel.

The nation as a whole benefits from the labor of migrant families. Responsibility for their welfare should be shared by the community, the state, and the nation. As long as migrant labor is an economic necessity, no one should be relieved entirely of responsibility for providing for the migrant's needs.

REPORT OF INTEREST GROUPS

Participation in the three Interest Groups was on the basis of professional interest in either health, education or day care of migrants. The purpose of these groups was to discuss problems and needs in these specific areas in relation to planning for coordination and continuity of services. Methods for implementing the recommendations of the groups were considered by the Work Groups in two subsequent sessions.

Recommendations of Interest Group on Health

In trying to identify the health needs of migrants, the group recognized that much factual information on migrants is not known. Thus, for the purpose of discussing health services for migrants, their needs were considered as being the same as those of resident persons of a comparable socio-economic level.

The group recommends that:

1. Communities in the migrant stream develop health services similar to those available to the comparable socio-economic group in that community.
2. Both (a) preventive and (b) curative health services be offered throughout the migrant stream.
3. The official health agency, local or state, in the migrant stream assume the responsibility of seeing that curative health services are provided for migrants. This does not necessarily mean that the local or state agency will provide the services. The methods for providing services will vary with the community (depending on the available resources).
4. The existing law (rules and regulations) concerning migrant camp sanitation be fully implemented throughout the migrant stream.

Recommendations of Interest Group on Day Care

In discussing the need for continuity and coordination in day care programs, the group recognized an already existing pattern for such planning in the provisions of the 1962 amendments to the Social Security Act. The amendments require cooperative arrangements between Health, Education and Welfare and the establishment of State Advisory Committees in relation to day care. However, because structure and plans vary from state to state, the group raised the question of how continuity and coordination on an interstate basis in the East Coast stream can be promoted.

The group recognized that:

1. Florida as a home base state faces a special problem in planning for services because of the length of time some families are in the state.
2. The need calls for both community and state involvement in planning.
3. All planning can be related to day care and other services as the families move to other areas.
4. A central clearing house is needed for the exchange of information relating to standards and types of programs, building plans, and personal records such as health, education,

employment, etc. (Some of this information may be obtained from records of the Annual Worker Plan.)

On the basis of these recognized needs, the group recommends that:

1. A demonstration project be initiated as soon as possible to develop techniques for continuity of day care services for children from infancy to adolescence.
2. A highly skilled and trained specialist with knowledge of day care services be employed to work with state agencies and communities.

To carry out the above recommendations, the group proposed that one of the national agencies concerned with migrant programs make application to the Office of Economic Opportunity for a program planning grant. This grant would permit:

1. The employment of a specialist to explore the problems involved in continuity of day care programs.
2. The development of a detailed program for an East Coast migrant day care demonstration project.

Recommendations of Interest Groups on Education

The Education groups defined the following areas of need in migrant education:

1. Ways to compensate for loss of school time because of mobility.
2. Ways to compensate for impoverished home life.
3. Coordination of curriculum, textbooks, and methodology on an interstate basis.
4. Training of teachers and administrators to work with migrant children.
5. Guidance counseling.

The groups called attention to the following factors which currently prevent adequate education programs for migrant children:

1. Indifference or opposition of some communities toward spending school funds for migrant children.
2. State and local laws which:
   a. Fail to provide for preschool or kindergarten programs.
   b. Set rigid average daily attendance formulas that hinder or prohibit flexible programs and schedules, smaller classes, etc., needed by migrant impacted school districts.
3. Isolation or segregation of migrant children, both physically and by attitude.
4. Crowded classrooms which prevent individualized instruction.
5. Rigid curriculum and teaching methods.
6. Parental attitudes.
7. Lack of conformity in and enforcement of school attendance laws.

The following ways of improving migrant education were suggested:

1. Compensatory education, with emphasis on the elementary grades, to bring up to and keep basic standards through:
   a. Summer schools.
   b. Remedial reading.
   c. Paperback books to be given to the child.

d. Individualized instruction.
e. Preschool education.
f. Neighborhood Youth Corps.
g. Vocational training.

2. Employment of teachers who have:
   a. Knowledge and understanding of migrant community problems.
   b. Appreciation for potential contribution of ethnic groups.
   c. Skills for teaching the educationally disadvantaged child.
3. An adequate situation for learning created through:
   a. Smaller classes.
   b. Flexible curriculum.
   c. Enforcement of school attendance laws by using visiting teachers.
   d. Guidance counseling (migrant children need to be shown what is available to them).
   e. Parent and adult education.
   f. Integration of migrant children into regular school activities such as music, physical education, etc.
4. Adequate financial aid for local schools to enable them to develop programs based on the needs of the child.
5. Interstate clearing house or information center on:
   a. Curriculum, teaching materials, techniques, etc.
   b. School location, opening dates, etc.
   c. Movement of students, academic status, special needs, etc.
   d. Personnel training.
6. A Community Relations Program, to build understanding of the needs of migrants and of their contributions, both real and potential, to the community and to the nation.

RECOMMENDATIONS OF THE WORK GROUPS

Four Work Groups composed of persons representing a cross section of professional interests were instructed to base their discussions on the recommendations and suggestions of the preceding professional Interest Groups and on their own experienced observation. It was anticipated that these discussions would produce a number of well-worked-out suggestions for techniques which when implemented will bring about greater continuity of services and interstate cooperation.

The following is a compilation of the four Workgroup reports which were presented by the group leaders to the entire Consultation for discussion. No consensus was asked. However, action that was requested or significant new material or a new viewpoint that was presented by the Consultation at large has been noted following the text of the recommendation.

Migrants, although American citizens, are so handicapped by their multi-problems that they are unable to participate to any great degree in the benefits of our society. Recognizing this, an introductory statement prepared by one group may well serve as the foundation on which all recommendations were made. The statement reads: "Large numbers of America's seasonal, agriculture-related peoples live in varying states of economic, social, cultural, and civil limitations. A basic principle of the American system is that every individual be encouraged and supported in the development of his innate capabilities to the maximum degree of his choosing.

"The humanitarianism of the American concept suggests that society aid the development of abilities in each individual to allow him greater competence in creating a good life of his choice; these abilities include broad knowledges for personal and family living and for his relations with society. This concept also requires the development of skills which will permit the compensations and rewards that are possible in our affluent society.

"In order to allow the older and younger generations of people in seasonal agriculture to achieve the knowings and understandings necessary for a more full participation in American life, the following recommendations are made:"

LEGISLATION

I. Its Implementation and Enforcement

Many of the problems related to providing services to migrants are brought about by lack of protective legislation and the exclusion of agricultural workers from coverage under protective legislation provided for the rest of the population. Although in the past few years there has been unprecedented passage of national legislation to protect and aid migrant agricultural workers, much remains to be done to implement and enforce these laws. Therefore it is recommended:

A. That an official agency assume responsibility to see that health, education and welfare services are available to seasonal agricultural workers and related peoples, and that these workers are made aware of such services.

Such regional or national groups as the Council of State Governments and/or State-Territorial Health Offices were suggested as possible agencies to handle implementation of existing rules, regulations, and laws relating to health, sanitation, and education.

B. That adequate staff be provided the Interstate Commerce Commission to enforce existing rules and regulations related to the transportation of seasonal agricultural workers.

II. New Legislation Needed

Because of residence requirements, discrimination, or lack of needed protective legislation, migrants frequently cannot qualify or have access to many services provided for the year around resident of a community. In order to provide needed preventive, remedial, and rehabilitative health, education, and welfare services for agricultural seasonal workers and related peoples, it is recommended that:

A. As a basis for providing the above-named services, states create legislation which will permit residence status at the place of shelter from the day of entrance. (In other words it was agreed, and it is recommended, that the only requirement for social services be need.)
B. Migrants be protected against discrimination in employment, public accommodations, and services.
C. Migrants be provided access to legal advice or public defender and adequate police protection.
D. Agricultural workers receive such benefits as health insurance, Workmen's Compensation, Social Security, hospitalization, and the like, now granted to those in industry and similar labor groups.
E. Through improved planning for use of labor and by bilateral contractual responsibility, migrant agricultural workers be provided an adequate annual income based on services rendered.
F. Better techniques be developed for administering Federal funds which are available for services.

PRIORITIES FOR IMPLEMENTATION OF THE ECONOMIC OPPORTUNITY ACT

The group agreed that the major program to get underway as quickly as possible is the gamut of day care-educational services in every community.

The belief was expressed that the provisions within the Economic Opportunity Act's Community Action Program section - for upgrading school programs through preschool and supplemental programs utilizing reading consultants, improved guidance services, and the like - would redound also to the benefit of any migrant children in a regular school situation.

State officials recognize the need for assistance with required procedures and the development of policy, programs, budget, and evaluation related to EOA titles. To meet this need additional staff members should be assigned to the OEO; their function would be to assist, directly, in the orientation of state officials who have responsibility for carrying out programs under the EOA.

Further assistance in implementing EOA programs should be provided by the State Departments of Education. Additional trained staff members are needed at this level to assist local communities in the development and implementation of community action proposals and programs. Such programs should be developed according to the specific needs of the area. They should be broad in scope and of sufficient variety to include unique features in experimentation, innovations, curricular offerings, and the like.

TECHNIQUES FOR DEVELOPING COMMUNICATION CHANNELS

It has long been recognized that one of the greatest barriers to providing adequate services to migrants is the lack of channels for communication between agencies and between governmental jurisdictions. The following recommendations are possible ways of breaking through the communication barriers.

I. Intrastate

A. Develop an orientation program for agencies and organizations to establish mutual understanding of programs, problems, and objectives.
B. Develop interagency planning and participation based on the understanding gained from the orientation program.

II. Interstate

A. Liaison Services

1. Provide advance information on migrant movements to permit "readiness" preparations.
2. Provide channel for securing essential data on specific groups - size, age, composition, etc.

Such a program could be developed by:

a. Special project staff; or
b. Representatives of local communities; or
c. Representatives of Governors' Committees on Migratory Labor.

Techniques suggested for collecting such data were:

a. An Interstate Clearing House utilizing the Farm Placement Service or other agency to provide information and referral services;
b. A National Index of workers, children and crew leaders;
c. A census of migrants.

B. Interstate Cooperation and Coordination

Agencies will need to identify "common denominators" in programs and services which lend themselves to, command, or warrant interstate collaboration. (Some easily identifiable areas are family planning, family service centers, and medical and surgical services.)

III. National

A. A monthly or weekly newsletter should be published to inform all concerned groups and agencies of current developments, programs, etc., including those of the Federal government. It was recommended that the National Committee on the Education of Migrant Children consider assuming this responsibility.

B. All agencies - national, state, and local - should make more effective use of the channels of mass communication (newspaper, TV, radio) to inform the public and the seasonal agricultural workers of pertinent and useful information relating to the promotion of intercultural relations and personal development.

C. A National Conference (or Association) on Seasonal Agricultural Worker Problems should be created. This Conference would hold annual meetings and would be a means of uniting all national, state, and local groups that deal with this important segment of American life. Further, affiliated state organizations should be developed to unite, on a state level, various groups to solve associated problems within the state boundaries.

The National Council on Agricultural Life and Labor and the National Advisory Committee on Farm Labor were asked by the Consultation to join with NCEMC to explore the feasibility of creating such a National Conference or Association.

D. Despite current difficulties efforts should be continued to make more effective use of health and education records.

TECHNIQUES FOR REINFORCEMENT OF EDUCATIONAL PROGRAMS

I. The primary focus should be on the home base school. Maximum attention to education continuity should be placed there.

II. Flexibility in scheduling and programming educational services is essential. Bringing about this needed flexibility will involve:

A. Possible changes in school schedule and calendar.
B. Exploration of ways and means of increasing productivity in teaching.
C. Using materials indigenous to interest and common to experience.
D. Developing curriculum which gives attention to the basic skills essential to education for competence in our society. These are:

1. Communication skills.
2. Computational skills (math and reasoning).
3. Citizenship skills (history, government, and the economic system).

E. Providing such desirable additional services as readiness programs for beginners and tutoring.

III. Teacher training institutions should emphasize and/or include in their curriculum-building programs child growth and development, sociology, philosophy, and the problems and needs of the migrant child.

Those teachers, who on completion of their training will go into areas where they may become an integral part of the migrant education program, should have special competency in such areas as curriculum development and methodology.

It was suggested that a demonstration project be developed to test the use of these techniques.

SUGGESTED PROGRAMS AND PROGRAM TECHNIQUES

I. A Comprehensive Program

Within a camp situation, or in an area housing numerous migrant workers, a comprehensive program is possible. It can vary in detail and site, but, generally, will include the following:

A. Day care for children as soon as they are old enough to leave their mothers.
B. Nursery school geared to cultural orientation and enrichment rather than busy work.
C. Kindergarten, also school-oriented, to help children enter school abreast of their non-migrant peers.
D. School, beginning with first grade and going through whatever grade is necessary to serve the available children. The school program should provide cultural enrichment and a sense of community orientation. If there is a significant number of older children, consideration should be given to providing guidance facilities which will help in the development of realistic goals. Library services should be available. Opportunities for compensatory social experiences are important.

(The above-named services should be planned to provide available care for all children for as much of the day as mothers are unavailable to care for them because of work.)

E. Meals that include a minimum of lunch.
F. Community Services Worker who maintains relationships between the school and other community facilities, thus helping to develop community acceptance and support.
G. School nurse and/or nurse's aides, to the same extent that these are available in any other school situation.
H. Adult education where feasible. Recommended are:
   1. Training under Manpower Development and Training Programs of sub-professional, day care center aides.
   2. Programs to develop leadership qualities and to stimulate self-organization for participation in work contracts and job planning.
   3. Courses in personal management to include:
      a. Homemaking
      b. Health.
         (1) Family planning.
         (2) Family life.
         (3) Importance of carrying personal health record card.

II. Demonstration Projects

Two demonstration projects which were recommended by Dr. Simon Marcson in his study, Elementary Summer Schooling for Migrant Children in New Jersey, were discussed by one Work Group and brought to the attention of the Consultation.

A. Work-Study Programs

Coordinated Work-Study Programs would be established as pilot projects in both sending and receiving states. These would provide scholarships or stipends for children between the ages of 12-16 or 18 who remain in school. These stipends would replace any economic loss suffered by a family because of the hours the children would otherwise have spent in the field. This program could even allow for some time to be spent working in the field. It was noted that although the Work-Study Program is not in the same framework as the Neighborhood Youth Corps, it is similar to it in philosophy. The program was approved by consensus and recommended to the Consultation.

B. Special Camp Schools

In the present situation of stunted abilities and blunted ambitions in the migrant stream, America may be losing talents she can ill afford to waste. The Special Camp Schools proposal contemplates a system of regional residential camps or dormitory schools in which youngsters of high potential would be offered an opportunity to be a part of a special learning situation. Removed, with parental approval, from disrupted households and unsatisfactory learning situations, youngsters would be given new opportunities to develop.

Children would be able to enter such schools at an early age and continue through high school. Ideally, arrangements would then be made, where talent had manifested itself for a student to continue through college.

Family ties would be maintained by visiting privileges for families and vacation visits for students.

There was some support for recommending one or more pilot schools as experimental projects. There were objections on these grounds: the proposal would disrupt normal family life, would create an artificial social situation wholly segregated in nature, and would require too many years for an effective evaluation of any results. Proponents suggested that the rationale for a residential situation of this nature - breaking with an unsatisfactory environment - is similar to that of the Job Corps even though the time factor would be considerably longer.

No consensus was established on this recommendation.

III. Health

It was recommended that:

A. Use of the Migrant Health Act of 1962 be expanded.
B. A concerted effort be made at all levels to stress the importance of and to carry out programs in prenatal care and family planning.
C. Use of the mobile clinic for preventive medicine be commended, as its use is a factor in preventing expensive hospitalization. (Note: Experience with mobile health units has been diverse; discussion of their use brought no consensus as to the desirability of the use of mobile units over permanent clinics that utilize mobile equipment and staff.)

IV. The Mobile Approach

In order to provide continuity in all services, it was suggested that the mobile team approach be used. The team would move with the migrant stream. A community organization specialist would make advance arrangements for community services. The team would aid migrants in utilizing services.

Discussion of the mobile approach emphasized that:

A. Mobile staff members who move along the migrant stream have proved feasible. (Example: The Migrant Ministry of the Councils of Churches.)
B. A mobile program designed to provide all services and follow a predetermined group of migrants is not believed feasible or desirable because of:
   1. Unstable patterns of movement.
   2. Isolation of migrants from the community.
   3. Removal of responsibility from the community which benefits from the labor.

SUMMARY

The Consultation on Services to Children in the East Coast Migrant Stream brought together, for the first time since the passage of legislation to provide services for migrants, a widely representative group from public agencies and private organizations with responsibility to provide such services. Unlike many previous conferences on migrant labor, this meeting was characterized by an over-all optimism that at last a breakthrough in securing national attention and support for migrant programs is being achieved. No one felt that all the problems are about to be solved. Far from it! Laced through all the discussions were feelings of frustration because of the complexity of the problems presented by this group of mobile poor. Frustration was especially evident when existing organizational structures only were conceived of as the appropriate media for providing services.

The Workgroup Reports and the discussion of their recommendations indicated that as yet agencies are not ready to go too far beyond existing structures in developing patterns for service. This is not to say that these structures cannot be used effectively. However, the present structures for migrant services were recognized as "shaky and anemic"; the programs as "needing new life breathed into them", and the communication lines between states and agencies as "sending and receiving stations operating on different frequencies."

The years of struggling to make do with inadequate resources and staff have stifled the growth of creative ideas. It was apparent that the potential of the Economic Opportunity Act and other funds now available is not yet fully conceived. That it is no longer necessary to deny birth to new ideas, to innovative and perhaps even radically new approaches, is not fully comprehended. This is not surprising in view of the rapidity with which the massive attack on poverty has been mounted. The concern that new programs, too hastily conceived and implemented without sufficient understanding of the situation, not only may result in a waste of funds but may provide little of value to migrant children has validity. However, this concern should not serve as a deterrent to well-planned, soundly-based, innovative programs.

The recommendations by the Work Groups, for service programs and remedial legislation, while relying almost totally on tested programs and existing structures as the media for their implementation, did indicate a desire to plan together and to be resourceful in creating new media for communication.

The Workgroup recommendations were focused on three major areas of concern: (1) supportive and protective legislation, (2) techniques for interstate and interagency communication and cooperation, and (3) a comprehensive educational program with supportive day care and health services.

Underlying, and fundamental to, the successful implementation of the kinds of services which will help migrants break out of the isolation of the migrant stream and into the community is supportive and protective legislation to correct the ills of the migrant labor system. In some instances measures need only be taken to enforce or implement existing legislation. In others new legislation with provisions for enforcement and implementation is called for. Without such legislation services tend to become stop-gap, palliative measures only.

One of the strong currents felt in the Consultation was a serious desire to find ways to establish communication links between agencies and between states. Even though there is a wide divergence in methods of operation, resources, and attitudes, there was little to indicate that anyone felt he could not benefit from more communication of pertinent data and the sharing of experiences. In fact, one of the important accomplishments of this Consultation was the face-to-face encounter of persons with similar concerns and responsibilities.

To improve communication and cooperation, action at three levels was recommended. Within each state, agencies and organizations must find ways to plan and work together. On an interstate basis, a liaison service for planning and exchange of information was recommended; this may be accomplished through a new structure or may be seen as a responsibility of existing organizations such as Governors' Committees or the Council of State Governments. The third level is national. A newsletter to inform agencies of new developments and program progress was recommended. An annual conference on migrant problems was believed worthy of consideration.

The third major area of concern was for a comprehensive program of services for the migrant child and his family at home base and in on-the-season locations. Such a program would be mainly educational with supportive and related day care and health services. It would begin with the young child and include all age groups. The importance of involving parents in all phases of the program was emphasized. It would specifically include:

1. Training for jobs in migrant-serving programs.
2. Leadership development.
3. Personal and home management.

Criteria for Program Development

Emerging from the recommendations and discussions were the following criteria which may serve as a guide for the development of programs. An effective program must:

1. Aid the migrant to move from his isolated state toward full participation in the community and in the benefits of his labor.
2. Include the migrant in the planning so that the approach is realistic and the demands cognizant of his ability to participate.
3. Be designed to permit continuity within reasonable expected limits.
4. Be designed to utilize effectively all of the needed and related services.
5. Take advantage of any positive factors present in mobility.

Evaluation and Follow-up

Many benefits from the Consultation were discernible immediately. By the time of adjournment, several new programs, based on information and suggestions shared in the meeting, were already taking shape. The opportunity to meet and discuss mutual concerns removed much of the isolation which has surrounded those working with migrants at the state and local levels.

The report and recommendations of the Consultation will serve as a helpful resource not only to those attending but to many others across the country who have expressed interest in the results of this Consultation.

In addition, in a three-month follow-up, the National Committee on the Education of Migrant Children will develop several program proposals for the Office of Economic Opportunity. These will be based on the recommendations of this Consultation and on further field investigations.

These proposals plus a final report to OEO will comply with the requirements of a training and program development contract with the Office of Economic Opportunity.

It is anticipated that the report and recommendations of the Consultation along with the subsequent proposals will serve as a guide for the development of new programs for migrant children, based on a coordinated approach, on an interstate and interarea basis.

APPENDICES

THE MIGRANT AND THE ECONOMIC OPPORTUNITY ACT

Programs of assistance for migrants and seasonal farm workers may be undertaken either under Title III-B or Title II-A of the Economic Opportunity Act of 1964.

Title III-B provides for housing, sanitation facilities, and educational and day care programs for seasonal farm workers and their families.

Title II-A provides for the establishment of Community Action Programs. Migrants may be included in an over-all program, or a program can be developed which concentrates on the needs of migrant farm workers.

In addition to the types of programs that are fundable under Title III-B, Title II-A can provide assistance for manpower training, job counseling, demonstration projects, program development, recreation, social service referrals, etc.

Eligible to apply for program assistance are public agencies, and private, non-profit organizations concerned with problems of the poor or a combination of these two groups.

Application forms are available from:

The Coordinator

(Your state) Office of
Economic Opportunity

The Governor's Office

(Your state capital)

or

The Office of Economic Opportunity

Att: Community Action Programs
Washington, D.C. 20506

You will need:

- The Migrant and the Economic Opportunity Act
- A set of Community Action Program Applications
- Guide to Community Action Program Grants

To submit an application for:

Title II-A - Fill out forms in compliance with instructions in the Guide to Community Action Program Grants.

Title III-B - Migrant Program only

1. Fill out Community Action Program Forms 1,2,3,4,7 and 10.

2. Attach a covering letter to form #7 in which you identify the general characteristics of the seasonal farm labor force in your area, including travel pattern, numbers, home base, length of stay in area, and circumstances or conditions which make the project necessary.

Staff for migrant programs can be provided either through Title III or Title II as part of a Community Action Program. Supplementary volunteer staff is available through VISTA (Volunteers in Service to America).

VISTA can provide volunteers only at the request of the sponsoring agency or community. Requests for information or applications for VISTA volunteers should be sent to:

VISTA, Rural Division
Office of Economic Opportunity
Washington, D.C. 20506

INTEREST AND WORKGROUP LEADERS

Interest Groups

Health: William C. Fritz, Discussion Leader; Roberta J. Bessette, Recorder; Glenn A. Bell, Resource Person.

Day Care: Mila Schwartzbach, Discussion Leader; Ellen Dozier, Recorder; Monica B. Owen, Resource Person.

Education:

Group I: Stanley Hamilton, Discussion Leader; Ruth Chesler, Recorder; Alfred M. Potts, Resource Person.

Group II: Frank Warriner, Discussion Leader; Mary Lou Braly, Recorder; J. M. Higgins, Resource Person.

Work Groups

Group I: Mark B. Scurrah, Discussion Leader; Arliss E. Steider, Recorder; John T. Leslie, Resource Person.

Group II: Walter C. Levy, Discussion Leader; Mary Ellen Brodie, Recorder; George E. Haney, Resource Person.

Group III: Nile F. Hunt, Discussion Leader; Samuel A. Snyder, Recorder; Gertrude Hoffman, Resource Person.

Group IV: James M. Rosbrow, Discussion Leader; Eleanor Eaton, Recorder; Simon Marcson, Resource Person.

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